**Name :**

**Article:** “Distinguishing the Essential from the Important: Using Research to Strengthen the Use of Standards for Administrator and Licensure Programs”

* What were the key points highlighted in the article?

1. The indicators in the ISLLC standards can be ambiguous, making them difficult to correlate to student achievement. 2. Knowing the right thing to do—that is, the things which have the greatest impact on student achievement, is the crux of school improvement. All of the information in the ISLLC standards is important, but not all are essential for improving student achievement. 3. The crucial role of the school leader is in effecting change.

* Review the crosswalk of McRel’s work. What is the correlation between the crosswalk, the article, and the Iowa Standards for School Leaders?

The Iowa Standards are very much a reflection of the ISLLC standards. The crosswalk points out similarities or parallel behaviors. The article makes a strong case for using the balanced leadership framework to mold administrator actions which actually have an impact on student achievement.

* What are the pluses and minuses of focusing *daily* on the standards and the leadership responsibilities in your work with your building administrators?

Focusing daily on responsibilities provides just that—focus. Knowing what is not only important but also effective, and making decisions against the light of that knowledge, is both motivating and freeing.

The downside of that is the required tightrope a building principal walks between being an instructional leader and a manager. Both the ISLLC and the Iowa Standards at least recognize that an administrator must manage schedules and resources. As my superintendent has pointed out, in order to be an instructional leader the management piece must be attended to first, or there is chaos, if not rebellion, in the building.

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